

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**
How We Organise Ourselves
- **central idea**

People create and use different types of transportation to go from one place to another.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Plan and construct a mode of transportation. Discuss its parts, how it moves and its purpose. Also discuss the materials chosen for its construction and its development during the planning stages.

Class/grade: D4

Age group: 4/5

School:

School code:

Title: Transportation

Teacher(s):

Date: 2010/2011

Proposed duration: 10 weeks : Term 4



PYP planner

2. What do we want to learn?

What are the key concepts (form, **function**, **causation**, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Related Concepts: Forces, gravity & motion

What lines of inquiry will define the scope of the inquiry into the central idea?

- The kinds of vehicles we use.
- Why people use different kinds of vehicles
- Similarities and differences between vehicles
- What makes a vehicle move

What teacher questions/provocations will drive these inquiries?

What are the different types of transport we use?

How are goods and people moved from place to place?

What are the means used to do this?

Learner Profile – Principled, Balanced and Reflective

Transdisciplinary skills – Research skills & self management skills (Focus on safety around transport & machines)

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills?
What evidence will we look for?

Pre-Assessment

Make a shape picture of the transport used during your holidays and discuss the features of this mode of transport.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Formative Assessment

Summative Assessment

Plan and construct a mode of transportation. Discuss its parts, how it moves and its purpose. Also discuss the materials chosen for its construction and its development during the planning stages. Use rubric to complete the assessment based on the children presenting their model to the group.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Teachers & parents experience of transportation & industry & general movement. (Do any parents work in the industry? – collate this information).

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Community- Planning a trip to the centre of the big machines & maybe Coca cola factory to see big machines at work and those used for moving goods around.

Cyclo to visit school for children to have a ride.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Collect photos of their transportation experiences during the holiday break.

Discuss and graph how we go to school.

Making models of different vehicles.

Bringing in transportation toys and models to share.

Use books and internet to research the topics.

Visit outside places that use different transportation systems including a conveyor belts in a factory settings.

Walk to the river to view things that move along the water.

Examination of bicycle and playground trikes and scooters to see how they work.

Look at traditional Vietnamese vehicles eg. Cyclo and round fishing boat.

Safety issues related to movement (practice using zebra crossing outside the school)

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Thinker- think about how things move and what causes the movement.

Communicators- able to explain to others how their vehicles of transportation move using a variety of modes of communication.

Knowledgeable- develop their knowledge of how people and things move from place to place and the impact on the environment.

Inquirer- inquire about and construct a model of transportation to include what they learnt from their inquiry.

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Children demonstrated their understanding of the different modes of transportation and the different types of vehicles available for each.

They constructed different models and tested their water vehicle to see if they will float.

In PE they explored different types of motion and movement.

Excursions and incursions also developed their understanding of different vehicles of movement.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

The Pre-assessment – children were able to use their knowledge of shapes to construct transportation pictures.

Formative Assessment

Summative Assessment- Home involvement meant the children shared their knowledge with their parents as they construct their model together. The practice of this construction skills at school made the children able to work cooperatively with their parents on this task.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

How we organize ourselves reflects the need for transportation and moving people and things from place to place.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- demonstrate the learning and application of particular transdisciplinary skills?

Transdisciplinary Skills

Research -formulating questions about, planning and presenting their transportation models

Self-management -safety and codes of behavior when using movement and vehicle system

- develop particular attributes of the learner profile and/or attitudes?

Learner Profile

- Principled-being fair and honest in sharing their toy vehicles and creating roads and train tracks together.
- Balanced- showing that they can be balance in playing during playtime and help tidy up during clean up time.
- Reflective-the children showed that they were reflective when they made their vehicle plans and made necessary to them when they were constructing their model.

Attitudes

Commitment and Enthusiasm

Children showed commitment and enthusiasm in creating, constructing and building different modes of transportation and sharing their ideas that they knew and discovered.

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Why are the wheels of the big machines big?

What makes a trolley/tram move?

What makes the train move?

Thomas the Tank engine moves by...?

How does a Bullet train move...?

Why does a "bicycle" have a different numbers of wheels?

How do boats float?

Why is the submarine under water?

Why do planes need wings?

How does hot air balloon fly?

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Use recyclable materials to create vehicles of transportation.

Understanding how to construct their models allowing for movement.

9. Teacher notes

A variety of experiences with the transportation system was enjoyed by the children including walk to the river, cyclo ride, examining push bikes and toys with wheels and trip to the big machines.

Some feedbacks from the parents show concern about the distance to the location and the safety of the children climbing on the machines.

Follow up to the flight training centre to ensure the visit occur
(binhnt.ftc@vietnamair.com.vn)

This year we didn't visit the big machine due to the big number of students (re-safety issues)

Taking children to Bee Bee Castle to explore and have fun with different toys that can move.

Children's transportation models (assessment task) were displayed during Graduation day.